**READING WRITTEN TEXT - PROSE**

**Text A, “Time for a new flag”.**

**Suggested answers:**

|  |  |  |  |  |  |  |  |  |
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|  |  | **Question One** | |  | **Achievement** | **Merit** | **Excellence** |  |
|  |  |  | **Describe** | **Explain** | **Appreciate** |  |
|  |  |  |  |  |  |
|  |  | 1. Analyse | |  | Identifies and gives a | As for Achievement AND **analyses** | **As for Merit and analyses in detail** |  |
|  |  | how the writer | |  | **straightforward analysis** of ONE | the **effect** on the target audience | **/ or convincingly discusses** at least |  |
|  |  | uses particular | |  | technique used by the writer to relate | of at least ONE technique used by | ONE technique used by the writer to |  |
|  |  | techniques to | |  | ideas to readers of ‘The New Zealand | the writer to relate ideas to readers | relate ideas to readers of ‘The New |  |
|  |  | **relate ideas to** | |  | Listener’ magazine with appropriate | of ‘The New Zealand Listener’ | Zealand Listener’ magazine. The |  |
|  |  | **readers of ‘The** | |  | supporting evidence. | magazine. | discussion may include a **perceptive** |  |
|  |  | **New Zealand** | |  |  |  | notion of audience and technique(s) |  |
|  |  | **Listener’** | |  |  |  | will be discussed in an integrated |  |
|  |  | **magazine.** | |  |  |  | manner. A typical ‘E’ answer will |  |
|  |  |  |  |  |  |  | refer to 3 or more techniques. |  |
|  |  | **Techniques** |  |  |  |  |  |  |
|  |  | **might include:** |  |  | *Answers below are a suggested, not an exclusive list. ‘E’ answers have been abbreviated.* | | |  |
|  |  | vocabulary, use |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  | of stereotype, |  |  | **Vocabulary** | The effect of using colloquialisms | Once having caught the reader’s |  |
|  |  | and narrative |  |  |  |
|  |  |  |  | Colloquialisms and references to | and many references to well-known | attention by using common terms, |  |
|  |  | style |  |  | the reader is encouraged to read |  |
|  |  |  |  | NZ icons is to make NZ readers |  |
|  |  |  |  |  | well-known NZ icons: ‘koru’ / ‘silver | on and engage with the underlying |  |
|  |  |  |  |  | fern’ / ‘That’s okay’ / ‘show-offs’ / | easily able to relate to the text. |  |
|  |  | Support your | |  | ideas. |  |
|  |  |  | ‘Union Jack’ / ‘6.00pm news’ / ‘Willie |  |  |
|  |  | answer with | |  |  |  |  |
|  |  |  | Apiata’ / ‘Waitangi’(proper nouns). |  |  |  |
|  |  | specific details | |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | from the text and | |  | Pronouns: | The effect of using plural personal | Pronouns assist the reader to rely |  |
|  |  | explain how these | |  | ‘we’ (1st person plural)/ ‘us’. | pronouns is to suggest the writer is a | on the writer’s integrity, as the facts |  |
|  |  | details work to | |  |  | fellow New Zealander, one of ‘us’. | mentioned are well-known in our |  |
|  |  | develop ideas. | |  |  |  | collective national consciousness eg |  |
|  |  |  |  |  |  |  | ‘we don’t mind’ / ‘we live in an era.’ |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Stereotype** | The effect of using stereotypes is | The descriptions of our ‘national |  |
|  |  |  |  |  | ‘we tolerate success, rather than laud | that the majority of NZ readers will | psyche’ are relevant and applicable |  |
|  |  |  |  |  | it’ / ‘we like our heroes...’ / ‘we don’t | agree with that generalized picture of | to most NZ readers. The writer’s |  |
|  |  |  |  |  | mind’ / ‘we shrug’ /’It is a rare New | ourselves. | editorial is aimed at the majority, not |  |
|  |  |  |  |  | Zealander’. |  | a minority, hence stereotypes are |  |
|  |  |  |  |  |  |  | appropriate. |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | ‘Americans or Australians celebrate | The effect of stereotyping the more | The effect of stereotyping other |  |
|  |  |  |  |  | ..with flags, fireworks and festivities | emotional demonstrations of national | countries’ patriotism and our |  |
|  |  |  |  |  | (alliteration)- we shrug’. | pride is heightened by the opposite | reactions to such public displays |  |
|  |  |  |  |  |  | kiwi reaction -‘we shrug.’ | supports the well-known ‘tall poppy’ |  |
|  |  |  |  |  |  |  | syndrome New Zealanders are |  |
|  |  |  |  |  |  |  | infamous for. |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Narrative style** | The effect of using a formal language | The writer combines the usual formal |  |
|  |  |  |  |  | Formal expressions / vocabulary | register is to reinforce the serious | tone of editorials which are usually |  |
|  |  |  |  |  | ‘the national psyche’ / ‘laud’ / ‘angst’ | topic and show that the writer has | not light-hearted with more idiomatic |  |
|  |  |  |  |  | / ‘symbolically’ / ‘taciturn’ | well-thought-out points to make. | expressions (‘That’s okay’) which |  |
|  |  |  |  |  |  |  | gives the effect of authorial direct |  |
|  |  |  |  |  |  |  | address (‘how many is it again?’) |  |
|  |  |  |  |  |  |  | as if the writer is chatting to the |  |
|  |  |  |  |  |  |  | reader. This use of two-tones would |  |
|  |  |  |  |  |  |  | help relate to readers of a range of |  |
|  |  |  |  |  |  |  | intellects. |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Informal expressions / parenthetical | The effect of using informal | A sarcastic tone is being used in the |  |
|  |  |  |  |  | syntax | colloquial language is to more easily | interrogative ‘how many is it again?, |  |
|  |  |  |  |  | ‘-with flags, fireworks and festivities- | relate to a range of readers. | because the writer is fully aware not |  |
|  |  |  |  |  | ‘/‘-how many is it again?-‘ /’and, yes, |  | all New Zealanders know how many |  |
|  |  |  |  |  | pride’ /’True, this is..’/ ‘That’s okay.’/ |  | stars our flag has. |  |
|  |  |  |  |  | ‘stretching from their eyeballs to their |  |  |  |
|  |  |  |  |  | ears’. |  |  |  |

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**2**

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|  |  |  |  | **Achievement** | **Merit** | **Excellence** | |  |
|  |  |  |  | **Describe** | **Explain** | **Appreciate** | |  |
| *Question 1* | |  | Language devices | | The effect of the interrogative / | Figurative devises such as | |  |
| *continued…* | |  | • | Interrogative ( ‘how many is it | question is to encourage readers to | metaphors in “lift wool prices” and | |  |
|  |  |  |  | again?’ | think of an answer. | ‘missiles’ at Waitangi, would be | |  |
|  |  |  | • | Alliteration (‘flags, fireworks and | Alliteration and assonance link sound | understood by New Zealanders. | |  |
|  |  |  |  | festivities’ | and ideas and help narrative flow. |  |  |  |
|  |  |  | • | Assonance (‘angst or |  |  |  |  |
|  |  |  |  | ambivalence’) |  |  |  |  |
|  |  |  |  | |  |  |  |  |
|  |  |  | Sentence structure | | The effect of this (“sex”) paragraph | The paragraph style is used in most | |  |
|  |  |  | Each paragraph has a separate | | style is to make it easier for readers | newspaper and magazine editorials. | |  |
|  |  |  | idea, often in the classic formal | | to follow as this structure is very | It allows the editorial writer to | |  |
|  |  |  | syntax of a statement followed by an | | common in formal persuasive writing. | develop a persuasive thesis, with | |  |
|  |  |  | explanation and/or example. | |  | both general and specific points, and | |  |
|  |  |  | eg ‘this is the national psyche | |  | individual, national and international | |  |
|  |  |  | (statement); ‘We tolerate success, | |  | examples | |  |
|  |  |  | rather than laud it(explanation); | |  |  |  |  |
|  |  |  | ‘Willie Apiata has scarcely spoken.. | |  |  |  |  |
|  |  |  | that’s okay’ (example). | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Question Two** | |  |  | **Achievement** | **Merit** | **Excellence** | |  |
|  |  | **Describe** | **Explain** | **Appreciate** | |  |
|  |  |  |  |  |
| 2. Analyse how | |  | Identifies and gives a | | As for Achievement AND **analyses** | **As for Merit and analyses in detail** | |  |
| AND why the writer | |  | **straightforward analysis** of ONE | | the **effect** on the target audience of | **/ or convincingly discusses** at least | |  |
| **develops the** | |  | technique used by the writer to | | at least ONE technique used by the | ONE technique used by the writer to | |  |
| **argument** that it is | |  | develop the argument that it is time | | writer to develop the argument that it | develop the argument that it is time | |  |
| **time for a different** | |  | for a different flag. | | is time for a different flag. | for a different flag. | |  |
| **flag**. | |  |  |  |  | The discussion may include a | |  |
| Support your | |  |  |  |  |  |
|  |  |  |  | **perceptive** notion of audience | |  |
| answer with | |  |  |  |  | and techniques will be discussed | |  |
| specific details | |  |  |  |  | in an integrated manner. A typical | |  |
| from the text and | |  |  |  |  | ‘E’ answer will refer to 3 or more | |  |
| explain how these | |  |  |  |  | techniques. | |  |
| details work to | |  |  |  |  |  |  |  |
| develop ideas. | |  |  | *Answers below are a suggested, not an exclusive list. ‘E’ answers have been abbreviated.* | | |  |  |
|  |  |  |  |
|  |  |  |  | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  | Contrasting ideas / balanced syntax | | The effect of using balanced and | The use of antithetical phrasing | |  |
|  |  |  | / antithetical or triple expressions | | contrasting points is that the writer | supports the idea of a dialectic, | |  |
|  |  |  | ‘not of…but of’ / ‘more joy…less | | can give both points of view on the | where the writer can put both | |  |
|  |  |  | angst’ /’would not decrease…but | | various angles given. | arguments or offer contrasting | |  |
|  |  |  | would undoubtedly help’ / ‘just as | |  | examples, making the case more | |  |
|  |  |  | we have…Canada had’/’the leaf | |  | convincing by coming up with | |  |
|  |  |  | says…does not say’ / ‘should do… | |  | ‘rebuttal’ for possible counter- | |  |
|  |  |  | does not’/ ‘would not decrease… | |  | arguments. | |  |
|  |  |  | improve…or lift’) | |  |  |  |  |
|  |  |  |  | |  |  | |  |
|  |  |  | Paragraphed / planned structure | | The effect of using well-thought out | By setting up then ‘negatives’ | |  |
|  |  |  | and layout. | | structure with an example for each | about the way we think of | |  |
|  |  |  | • The ‘ambivalence’ ideas of par’s | | point is that the reader thinks the | ourselves as ‘kiwis’ in the first 4 | |  |
|  |  |  |  | 1-4 develop into the ‘flag’ ideas | writer has thought a lot about the | paragraphs, the writer can then | |  |
|  |  |  |  | of par’s 5-8. | topic and has evidence that a new | use the final 4 paragraphs to give | |  |
|  |  |  | • Lead sentences developed and | | flag would be desirable. | a more ‘affirmative’ option-a new- | |  |
|  |  |  |  | exemplified |  | look national flag. The structure | |  |
|  |  |  |  |  |  | encourages the reader (visually and | |  |
|  |  |  |  |  |  | mentally) to follow the steps of the | |  |
|  |  |  |  |  |  | overall case, so by the time we get | |  |
|  |  |  |  |  |  | to the last sentence we are inclined | |  |
|  |  |  |  |  |  | to agree. | |  |
|  |  |  |  | |  |  | |  |
|  |  |  | Declarative sentences | | The effect of using declarative | ‘De-personalising’ the argument | |  |
|  |  |  | ‘It is overdue’/ ‘It would help us | | sentences is to make the ideas | helps give authority to the ideas. By | |  |
|  |  |  | focus’/ ‘Waitangi Day is a day of | | appear as if they are commonly held | avoiding the first person singular | |  |
|  |  |  | ambivalence’ etc | | beliefs. | pronoun ‘I’ (as in ‘I think…’), it | |  |
|  |  |  |  |  |  | sounds as if the points are matters | |  |
|  |  |  |  |  |  | of fact, not just opinions. | |  |
|  |  |  |  | |  |  | |  |
|  |  |  | Repetition | | Repeating the same words helps | By repetition of the same words, | |  |
|  |  |  | ‘It is time...it is time’ /’our flag…our | | emphasise the point. | the writer can link the idea of the | |  |
|  |  |  | flag’ | |  | ‘problem’ (‘it is time to raise our level | |  |
|  |  |  |  |  |  | of pride’) with the ‘solution’(‘it is time | |  |
|  |  |  |  |  |  | to fly a fresh flag’). | |  |
|  |  |  |  | *Continued on page 4* | *Continued on page 4* | *Continued on page 4* | |  |
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|  |  |  |  |  |  |  |
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|  | **Question Two** | **Achievement** | **Merit** | **Excellence** |  |  |
|  | **Describe** | **Explain** | **Appreciate** |  |  |
|  |  |  |  |
|  | *Question 2* | Generalizations / hyberbole | The effect of using generalizations is | The NZ Listener is a major national | |  |
|  | *continued…* | ‘We tolerate success’ / ‘we shrug’ | to give the argument wide appeal. | magazine, and with a wide target | |  |
|  |  | / [the Canadian flag] ‘signals that |  | audience the writer has to use | |  |
|  |  | this is a country whose people |  | generalizations to more easily relate | |  |
|  |  | understand what it means to be |  | to a range of readers. | |  |
|  |  | Canadian’ |  |  |  |  |